

ASSIGNMENT BOOKLET

SST2771 Social Studies 20-1

Module 6 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

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Assigned Teacher: _____	
Assignment Grading: _____	
Graded by: _____	
Date Assignment Received:	

Student's Questions and Comments

Name

Address

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Please verify that preprinted label is for correct course and module.

Teacher's Comments	
<div style="border-top: 1px solid black; text-align: right; padding-top: 5px;"> Teacher </div>	

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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SOCIAL STUDIES 20-1

Learn  veryWare

Nationalism



Module 6 National Identity and Future Visions

Assignment Booklet

 envision



Calgary Board of Education



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Education

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Summary

	Total Possible Marks	Your Mark
Section 1: Inquiry	15	
Section 1: Lesson 1	10	
Section 1: Lesson 2	25	
Section 1: Challenge	20	
Section 2: Inquiry	10	
Section 2: Lesson 1	25	
Section 2: Lesson 2	10	
Section 2: Challenge	20	
Challenge to Take Action	10	
	145	

Teacher's Comments

Social Studies 20-1
 Module 6: National Identity and Future Visions
 Assignment Booklet
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Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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MODULE 6 ASSIGNMENT BOOKLET

The assignments in this Assignment Booklet will be submitted for grading. Answer each question in the space provided.

MODULE 6: SECTION 1: INQUIRY

The Three Most Influential Canadians

15 marks

Imagine you are hosting *The Who's Who of Canadian National Identity*. You must prepare for the show.

1. Select three Canadians whom you judge to be the most influential in defining or contributing to a national identity for Canada. Select these Canadians from a wide range of experiences in Canada. You may wish to gather suggestions from your parents, grandparents, teachers, and friends. Review this list for suggestions:
 - key players in the building of the nation-state
 - national or international activists
 - national, provincial, or territorial politicians
 - national, provincial, or regional community leaders
 - scientific or medical experts
 - artists
 - athletes
2. Research the biography of the three Canadians you have chosen. Select from a variety of sources—oral, visual, and print—for your research. Find out what they have accomplished or promoted and how they have shaped national identity in Canada.
3. List your three choices and provide a brief justification for each choice. The justification should include what this Canadian has done or is doing to define or contribute to a national identity in Canada. Include a description of what it is about each of your choices that you judge as most influential in shaping what Canada and Canadians should be. The justification for each should be a maximum of one hundred words.
4. Share your list with others. You may share your list face to face or through communication technologies with other students or your teacher. Contact your teacher for details to set up the contribution. Your teacher may revise aspects of this assignment to adapt to your learning situation.

You will be graded according to the following scoring criteria. Space for your answer is provided after the scoring criteria.

MODULE 6: SECTION 1: LESSON 1

Interview

10 marks

Imagine you have the opportunity to interview one of the individuals or groups presented in this Explore. You can pose only five questions to the selected individual or group to clarify your understanding of the national identity promoted. Create the most relevant questions for the interview. Use the following criteria to develop your interview questions:

- The question(s) should gather background on what shaped this individual's or group's perspective on national identity in Canada.
- The question(s) should gather understandings of which Canada is promoted by the individual or group.
- The question(s) should inquire into the strategies used to promote this national identity.

The following is an example of one relevant question and one non-relevant question:

Relevant	Non-Relevant
Mr. Baldwin, what result were you aiming for in your recommendation of an alliance with your "Lower Canadian brethren"?	Mr. Baldwin, when did you first become a member of parliament?

The evaluation of this assignment is based on the questions you develop, not on conducting the interview. You may submit your five questions in print or digital format; for example, the questions may be presented in a text list, an audio recording, or a storyboard.

You will be graded according to the following scoring criteria. Space for your answer is provided after the scoring criteria.

Scoring Criteria: Interview (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Interview Questions	The five questions inquire thoroughly into all three of the following criteria:	The five questions inquire thoroughly into at least two of the following criteria:	The five questions inquire thoroughly into less than two of the following criteria:
	what shaped this individual's or group's perspective on national identity in Canada	what shaped this individual's or group's perspective on national identity in Canada	what shaped this individual's or group's perspective on national identity in Canada
	which image of Canada is promoted by the individual or group	which image of Canada is promoted by the individual or group	which image of Canada is promoted by the individual or group
	the strategies used to promote this national identity	the strategies used to promote this national identity	the strategies used to promote this national identity
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Quality of Questions	The questions are complex, relevant to the topic, and designed to generate detailed responses about national identity.	The questions are relevant to the topic and will generate responses about national identity.	The questions are vague or limited in generating responses about national identity.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

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MODULE 6: SECTION 1: LESSON 2

Reflections 1

10 marks

Your reflections may be in a print or digital format. Submit your response in your Journal or Blog.

Examine the four posters and answer the following questions:

1. Which images in the poster(s) do you most identify with?
2. Why do you find these images meaningful?
3. How do these images reflect your understanding of Canadian national identity?

Scoring Criteria: Reflections 1 (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Response	<ul style="list-style-type: none"> • Response is clear and articulate. 	<ul style="list-style-type: none"> • Response is clear. 	<ul style="list-style-type: none"> • Response is limited or unsupported.
	<ul style="list-style-type: none"> • Response sufficiently addresses all aspects of the question. 	<ul style="list-style-type: none"> • Response addresses aspects of the question. 	<ul style="list-style-type: none"> • Response does not address the question.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Evaluation of Ideas	<ul style="list-style-type: none"> • Response provides a complex understanding of ideas, relationships, and information from multiple sources and perspectives. 	<ul style="list-style-type: none"> • Response provides a general understanding of ideas, relationships, and information from multiple sources and perspectives. 	<ul style="list-style-type: none"> • Response provides a limited understanding of ideas, relationships, and information from multiple sources and perspectives.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.


Assessing the Promotion of Bilingualism and Multiculturalism

15 marks

Write a letter on your assessment of the promotion of bilingualism and multiculturalism in relation to other programs or strategies in Canada.

1. Read the dialogue in the speech bubbles.

Views on the Promotion of Bilingualism and Multiculturalism



Bilingualism and multiculturalism have created disunity in Canada...

Bilingualism and multiculturalism have fostered unity in Canada...

2. In your notebook compare and contrast the implications of bilingualism and multiculturalism on national unity with each of the following topics. (Background on each of these topics can be found in your textbook.)
 - regionalism and equalization (“Western Alienation” and “Alienation in Other Regions,” page 348)
 - federalism (“The Federal System and National Unity,” “Equality and Fairness in a Federal System,” and “Political Representation,” pages 349–350)
 - Aboriginal self-determination and land claims (“Aboriginal Self-Determination and National Unity” and “Aboriginal Land Claims and National Unity,” pages 356–357)
3. Using information from your notes, write a letter to your local member of parliament, the Governor General, or the prime minister. (Contact your teacher about arrangements for delivery of the letter.) Use an appropriate style for your letter to address your audience. Your letter should present an informed position on the promotion of bilingualism and multiculturalism in relation to other programs or strategies and the implications on national unity. Include your conclusions on the impacts of these strategies on the citizenship and identities of individuals and groups in Canada. Communicate a minimum of two recommendations on current government efforts to foster national unity.

You will be graded according to the following criteria. Space for your response is available after the scoring criteria.

Scoring Criteria: Assessing the Promotion of Bilingualism and Multiculturalism (15 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Letter	The letter reflects an appropriate formal letter style and formatting.	The letter reflects efforts to present a formal letter.	The letter lacks an appropriate formal letter style and formatting.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Evaluation	The letter presents an informed evaluation of the implications of the strategies to foster a national identity and unity.	The letter presents a general evaluation with limited background of the implications of the strategies to foster a national identity and unity.	The letter presents a limited evaluation of the implications of the strategies to foster a national identity and unity.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Recommendations	The recommendations reflect informed understandings on the implications of bilingualism and multiculturalism to promote national identity and unity.	The recommendations reflect some understandings of the implications of bilingualism and multiculturalism to promote national identity and unity.	The recommendations reflect limited understandings of the implications of bilingualism and multiculturalism to promote national identity and unity.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

[illegible]

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across the entire width of the page, typical of notebook or primary writing paper. The background is a uniform off-white color.

MODULE 6: SECTION 1: CHALLENGE

Canadian National Identity

20 marks

1. Work with a partner to create a list of five to ten factors that illustrate the complex nature of Canada.
2. Categorize these factors into the following categories: nation, nationalism, national interests, and unity. (**Note:** The factors may fall into more than one category.)
3. Create three to five criteria based on these factors that would help you and your partner define the complexity of Canada as a nation.
4. Apply your criteria. Based on your criteria, state whether Canada is a very complex nation, a somewhat complex nation, or not a complex nation.
5. Write a statement of two or three sentences that expresses or describes the kind of national identity necessary to respond to the nature of Canada as a nation.
6. Research and create a collection of twelve items (for example, images, statements, audio clips, and/or video clips) that best match your criteria and statement. It may be helpful to discuss your choices with your teacher to identify your final selections for the collection.
7. Organize your selected items in a format that best presents your collection. Contact your teacher for suggestions.
8. Create annotated content to support your choices. (The Toolkit has suggestions for creating annotations.) In five point-form statements or less, annotate the following for each item in your collection:
 - the source (the creator, author, or promoter of this item)
 - the time period
 - the source's rationale for the perspective associated with the item
 - the value this item has in shaping a national identity that best responds to the complex nature of Canada

You will be graded according to the following criteria.

Scoring Criteria: Canadian National Identity (20 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Criteria	<ul style="list-style-type: none"> Four or five detailed criteria that define the complexity of Canada in terms of nation, nationalism, national interests, and unity are present. 	<ul style="list-style-type: none"> Three to five criteria that define the complexity of Canada in terms of nation, nationalism, national interests, and unity are present. 	<ul style="list-style-type: none"> Less than three criteria that define the complexity of Canada in terms of nation, nationalism, national interests, and unity are present. The criteria are vague.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Statement	<ul style="list-style-type: none"> A statement of two or three sentences that expresses what kind of national identity reflects the complex nature of Canada is present. 	<ul style="list-style-type: none"> A statement of two or three sentences that expresses what kind of national identity reflects the complex nature of Canada is present. 	<ul style="list-style-type: none"> A statement of less than two sentences that expresses what kind of national identity reflects the complex nature of Canada is present.
	<ul style="list-style-type: none"> The statement is detailed and informed about the multiple perspectives and complex nature surrounding national identity in Canada. 	<ul style="list-style-type: none"> The statement generalizes the current situation surrounding the issue of national identity in Canada. 	<ul style="list-style-type: none"> The statement is limited in understandings of the complexity surrounding the issue of national identity in Canada.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Twelve Items	<ul style="list-style-type: none"> All twelve items are relevant to task: Which best match your criteria and statement? 	<ul style="list-style-type: none"> Nine to eleven items are relevant to task: Which best match your criteria and statement? 	<ul style="list-style-type: none"> Most of the items lack relevance to task: Which best match your criteria and statement?
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Annotations	<ul style="list-style-type: none"> The annotations reflect the characteristics of quality annotations as described in the Toolkit and respond to the annotations' criteria. 	<ul style="list-style-type: none"> Most of the annotations reflect the characteristics of quality annotations as described in the Toolkit and respond to the annotations' criteria. 	<ul style="list-style-type: none"> The annotations require further development to reflect the characteristics of quality annotations as described in the Toolkit and are limited in response to the annotations' criteria.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 6: SECTION 2: INQUIRY

Reflections 2

10 marks

Your reflections may be in a print or digital format. Submit your response in your Journal or Blog.

1. What represents Canada to you? Identify the top five answers that people shared with you during your survey. Share or post the top five most popular answers.

You may share your answers face to face or through communication technologies with other students or your teacher. Contact your teacher for details to set up the contribution. Your teacher may revise aspects of this assignment to adapt to your learning situation.

2. Respond to the following in your Journal or Blog.

Analyze the extent to which these answers are shared feelings that connect people to a sense of identity. Does this prove that a Canadian national identity is internalized and evident in the collective minds of Canadians? Why or why not?

Scoring Criteria: Reflections 2 (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Response	<ul style="list-style-type: none"> • Response is clear and articulate. 	<ul style="list-style-type: none"> • Response is clear. 	<ul style="list-style-type: none"> • Response is limited or unsupported.
	<ul style="list-style-type: none"> • Response sufficiently addresses all aspects of the question. 	<ul style="list-style-type: none"> • Response addresses aspects of the question. 	<ul style="list-style-type: none"> • Response does not address the question.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Evaluation of Ideas	<ul style="list-style-type: none"> • Response provides a complex understanding of ideas, relationships, and information from multiple sources and perspectives. 	<ul style="list-style-type: none"> • Response provides a general understanding of ideas, relationships, and information from multiple sources and perspectives. 	<ul style="list-style-type: none"> • Response provides a limited understanding of ideas, relationships, and information from multiple sources and perspectives.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 6: SECTION 2: LESSON 1**Reflections 3****10 marks**

Your reflections may be in a print or digital format. Submit your response in your Journal or Blog.

Roméo Dallaire presents a future vision of Canada. Respond to the following in three to five sentences: To what extent do you think we should adopt a model of Canada leading the world in eliminating conflict and focusing on the needs of humanity?

Scoring Criteria: Reflections 3 (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Response	<ul style="list-style-type: none"> • Response is clear and articulate. 	<ul style="list-style-type: none"> • Response is clear. 	<ul style="list-style-type: none"> • Response is limited or unsupported.
	<ul style="list-style-type: none"> • Response sufficiently addresses all aspects of the question. 	<ul style="list-style-type: none"> • Response addresses aspects of the question. 	<ul style="list-style-type: none"> • Response does not address the question.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Evaluation of Ideas	<ul style="list-style-type: none"> • Response provides a complex understanding of ideas, relationships, and information from multiple sources and perspectives. 	<ul style="list-style-type: none"> • Response provides a general understanding of ideas, relationships, and information from multiple sources and perspectives. 	<ul style="list-style-type: none"> • Response provides a limited understanding of ideas, relationships, and information from multiple sources and perspectives.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

Political Cartoon Analysis

15 marks

You will need to go the multimedia DVD and open "Political Cartoons" to complete your assignment. Examine each political cartoon and complete the chart. (You may go to the multimedia DVD and print or save a copy "Political Cartoon Analysis Chart" to complete this assignment. Then attach the completed chart to this Assignment Booklet.)

Scoring Criteria: Political Cartoon Analysis (15 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Analysis	The analysis is detailed and reflects understandings of the visual and factual elements in the cartoon.	The analysis reflects understandings of most of the visual and factual elements in the cartoon.	The analysis reflects limited understandings of the visual and factual elements in the cartoon.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Inference	The inference is based on well-informed background on the model featured in the cartoon.	The inference is based on some understanding of the model featured in the cartoon.	The inference is based on limited understanding of the model featured in the cartoon.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Choice	The choice is justified with complex understanding of the implications of the model.	The choice is justified with a general understanding of the implications of the model.	The choice is justified with a limited understanding of the implications of the model.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 6: SECTION 2: LESSON 2

Personal and Collective Visions

10 marks

Determine which ideas would respond best to the personal and collective vision you would promote for Canada.

1. Arrange to work with a maximum of two other students. Your collaboration will be evaluated. You may wish to use your notebook to summarize the exchange of ideas during collaboration.
2. Create a wish list of the top three aspects of national identity that you consider essential to maintaining your own personal identity as a Canadian.
3. Share this list with your partner(s).
4. Negotiate the top three or four aspects of personal identity that your group considers as essential. Record the final results.
5. Continue to collaborate with your partner(s). Gather ideas proposed for the future national identity of Canada. Review the work you have completed in other lessons. You may wish to select ideas from the following:
 - Section 1, Lesson 2 – ideas and strategies for the promotion of national unity
 - Section 2, Lesson 1 – existing models for shaping national identity
6. Select a collective identity that you consider important to maintain in the future. This may be the nation to which you feel a nationalist bond in relation to geography, culture, language, values, and beliefs, etc. Ask your partner(s) to do the same.
7. Note the collective identities you and your partner(s) identified.
8. Negotiate with your partner(s) to identify which ideas, strategies, and/or models would be essential to maintaining your selected collective identities in Canada. Select the top three or four.
9. Work with your partner(s) to construct a plan for the future of Canada in the form of a graphic organizer. You may create a print version or use an online graphic organizer tool.
 - Label the graphic organizer with the assignment name and both your name and the name(s) of your partner(s).
 - Organize the top aspects of personal identity that should be encouraged in Canada's future.

Organize the top ideas, strategies, and/or models that should be implemented.

- Reflect on why these ideas, strategies, and/or models are necessary for the selected collective identity. In two or three sentences, comment on the importance of these aspects to the nation. Your rationale or comments may be presented as notes on your graphic organizer or in your Journal/Blog.

You will be marked according to the following scoring criteria.

Scoring Criteria: Personal and Collective Visions (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Collaboration	<ul style="list-style-type: none"> • Partners demonstrate respect for the views of others at all times. 	<ul style="list-style-type: none"> • Partners demonstrate respect for the views of others most of the time. 	<ul style="list-style-type: none"> • Partners seldom demonstrate respect for the views of others.
	<ul style="list-style-type: none"> • Partners contribute equally to the task. 	<ul style="list-style-type: none"> • Partners contribute to the task. 	<ul style="list-style-type: none"> • Partners contribute unequally to the task.
	<ul style="list-style-type: none"> • The results reflect success in negotiating diverse views. 	<ul style="list-style-type: none"> • The results reflect an attempt to negotiate diverse views. 	<ul style="list-style-type: none"> • The results reflect a limited effort to negotiate diverse views.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Visions	<ul style="list-style-type: none"> • The graphic organizer clearly reflects the assignment criteria. 	<ul style="list-style-type: none"> • The graphic organizer reflects the assignment criteria. 	<ul style="list-style-type: none"> • The graphic organizer fails to reflect the assignment criteria.
	<ul style="list-style-type: none"> • Personal and collective visions are clearly outlined. 	<ul style="list-style-type: none"> • Some aspects of personal and collective visions are outlined. 	<ul style="list-style-type: none"> • Presentation of personal and collective visions is limited.
	<ul style="list-style-type: none"> • An informed rationale for the visions is evident. 	<ul style="list-style-type: none"> • A rationale for the visions is evident. 	<ul style="list-style-type: none"> • A rationale for the visions is needed.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 6: SECTION 2: CHALLENGE

Models of National Identity Debate

20 marks

The debate on North American integration as a future vision for Canada can be conducted face to face during one class period or through web tools over a planned period of time. Contact your teacher for details to set up the debate. Your teacher may revise aspects of this assignment to adapt to your learning situation.

1. Present your position on the debate issue. This presentation may be in the form of a podium presentation, an audio clip, a video clip, a slide show, live video conferencing, a blog posting, or a discussion forum post.
 - In a three- to five-minute speech or a posting approximately five hundred words in length, state your position regarding North American integration.
 - Identify the opportunities and challenges of this model to the citizenship and identity of Canadians. Include a variety of perspectives on the impacts of this model.
 - Compare and contrast this model with other existing models.
 - Conclude with the implications on the future of Canada if this model is implemented.
2. Observe, note, and/or read the positions of others on this debate issue. Note that this may require waiting for others to post their positions before you can review them. Contact your teacher for a confirmed date when all positions should be shared.
3.
 - a. Select two stated positions that interest you.
 - b. In context of your stated position, offer support or rebuttals to these two stated positions.
4. Review the support or rebuttals that others have shared about your own stated position.
5. Prepare a response to each feedback.
6. Along with your speech or posting and response to the positions of others, respond to the following reflection in the space provided below the scoring criteria:

After participating in the debate, identify two or three exchanged ideas that reinforced or swayed your original position on the issue. Explain why.

Scoring Criteria: Models of National Identity Debate (20 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Stated Position	Stated position includes all of the following:	Stated position includes most of the following:	Stated position includes less than three of the following:
	<ul style="list-style-type: none"> • three- to five-minute speech or posting of five hundred words 	<ul style="list-style-type: none"> • three- to five-minute speech or posting of five hundred words 	<ul style="list-style-type: none"> • three- to five-minute speech or posting of five hundred words
	<ul style="list-style-type: none"> • position relevant to the debate issue 	<ul style="list-style-type: none"> • position relevant to the debate issue 	<ul style="list-style-type: none"> • position relevant to the debate issue
	<ul style="list-style-type: none"> • inclusion of opportunities and challenges 	<ul style="list-style-type: none"> • inclusion of opportunities and challenges 	<ul style="list-style-type: none"> • inclusion of opportunities and challenges
	<ul style="list-style-type: none"> • inclusion of a variety of perspectives 	<ul style="list-style-type: none"> • inclusion of a variety of perspectives 	<ul style="list-style-type: none"> • inclusion of a variety of perspectives
	<ul style="list-style-type: none"> • presented understandings of other existing models 	<ul style="list-style-type: none"> • presented understandings of other existing models 	<ul style="list-style-type: none"> • presented understandings of other existing models
	<ul style="list-style-type: none"> • presented implications of the model 	<ul style="list-style-type: none"> • presented implications of the model 	<ul style="list-style-type: none"> • presented implications of the model
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Shared Support or Rebuttal	Responds to two shared positions with respect and from an informed background on the issue.	Responds to two shared positions with respect and support with adequate background on the issue.	Responds to two shared positions with limited background and demonstrates limited skills in respecting the views of others.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Response to Support or Rebuttal	Responds to the feedback with respect and from an informed background on the issue.	Responds to the feedback with respect and support with limited background on the issue.	Fails to respond or responds to the feedback with limited background and demonstrates limited skills in respecting the views of others.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Reflections	Response reflects careful observation and reflection on the views presented.	Response reflects some observation and unsupported reflection on the views presented.	Response reflects limited and/or irrelevant observation and reflection on the views presented.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE 6: CHALLENGE TO TAKE ACTION

Taking Action on National Identity

10 marks

Informing Yourself – Survey what young people are thinking and saying about national identity and their future visions of Canada.

1. Create an opportunity to invite people your age to express their views on national identity and future visions of Canada. This may be in the form of an open letter distributed in your school or community, a blog invite, or a survey. Remember to ensure that you have permission to invite others to participate and to distribute your letter or invitation.
2. Invite participants to share their views on national identity, national unity, existing models for shaping national identity in Canada, and future visions of Canada. You may use the following question: Which national identity should Canada embrace?
3. Set a date for gathering feedback. Review and analyze the feedback.
4. Make inferences about the views that people of your generation have about the future of Canada. You may choose to present the inferences in a report, an illustration, or even in a word cloud using a web tool such as Wordle. You should make a minimum of six inferences based on how young people view national identity, national unity, pluralism, multiculturalism, global leadership, North American integration, and self-determination.
5. Place a copy of your work into your Portfolio.

Engaging Yourself – Participate in a project that promotes the search for or the efforts to embrace a national identity.

1. Canadian Heritage, a ministry of the federal government, features several events and initiatives related to Canada and national identity. Explore the current or future events and initiatives on the Canadian Heritage website.
2. Select one event or an initiative close to the date when you will complete this challenge to take action.
3. Document your experience through digital photos (maximum ten photos) or video (maximum three minutes in duration).
4. Use a photo or video editing tool to complete your assignment.
5. Write or record captions for each photo or record comments in the video in response to this question: Which national identity should Canada embrace? Compare the national identity promoted to existing models you explored in Module 6.
6. Place a copy of your work into your Portfolio.

Taking Action – Create a project that calls upon others to promote the search for a national identity, or the efforts to embrace one, or to define their own national identity.

1. Brainstorm the details and create a plan of action for the project. Submit a copy of your plan of action to your teacher before you start.
2. Create a statement that identifies your project mission or purpose.
3. You should identify at least three criteria for the national identity you and others seek or promote.
4. Select your criteria based on the existing models or the future visions you explored in Module 6.
5. In your plan of action, indicate the audience you wish to address in this project. List three actions in which you invite your audience to participate. Propose three results that you hope for upon completion of the project. You may wish to discuss this with your teacher before making a final list of the actions and results.
6. Revisit your plan of action. Reflect on what worked and what you would do differently. Forward your comments to your teacher.

You will be graded according to the following scoring criteria.

Scoring Criteria: Challenge to Take Action (10 marks)

	Exemplary Action (5)	Sufficient Action (3)	Limited Action (1)
Exploration	<ul style="list-style-type: none"> Provides innovative action (to inform, engage, or take action) in the issues related to national identity. 	<ul style="list-style-type: none"> Provides visible action (to inform, engage, or take action) in the issues related to national identity. 	<ul style="list-style-type: none"> Provides limited or no action (to inform, engage, or take action) in the issues related to national identity.
	<ul style="list-style-type: none"> Displays all of the following understandings: <ul style="list-style-type: none"> Establishing a national identity is complex. There are multiple perspectives on national identity. There are various models that may be used to shape national identity. Pursuit of a particular national identity has both positive and negative implications. 	<ul style="list-style-type: none"> Displays two or three of the following understandings: <ul style="list-style-type: none"> Establishing a national identity is complex. There are multiple perspectives on national identity. There are various models that may be used to shape national identity. Pursuit of a particular national identity has both positive and negative implications. 	<ul style="list-style-type: none"> Displays one or none of the following understandings: <ul style="list-style-type: none"> Establishing a national identity is complex. There are multiple perspectives on national identity. There are various models that may be used to shape national identity. Pursuit of a particular national identity has both positive and negative implications.
	Exemplary Action (5)	Sufficient Action (3)	Limited Action (1)
Participation	<ul style="list-style-type: none"> Demonstrates a motivated interest in the issues related to the historical pursuit of national identity. 	<ul style="list-style-type: none"> Demonstrates some interest in the issues related to the historical pursuit of national identity. 	<ul style="list-style-type: none"> Demonstrates limited or no interest in the issues related to the historical pursuit of national identity.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.